

SOUTHMORELAND  
SCHOOL DISTRICT

# COMPREHENSIVE PLAN

**2024-2027**

**POSTED FEBRUARY 20, 2024**

**\*APPROVAL MARCH 19, 2024**

*"CULTIVATING LIFELONG  
LEARNERS READY FOR AN  
EVER-CHANGING WORLD"*



[www.southmoreland.net](http://www.southmoreland.net)  
2351 Route 981,  
Alverton, PA 15612



## Profile and Plan Essentials

<b>LEA Type</b>		<b>AUN</b>
School District		107657503
<b>Address 1</b>		
2351 Route 981		
<b>Address 2</b>		
P.O. Box A		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Alverton	PA	15612
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr Jason A Boone		boonej@southmoreland.net
<b>Single Point of Contact Name</b>		
Dr. Jason Boone		
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Boonej@southmoreland.net		
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724-887-2005		



## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Charity Colebank	Administrator	Southmoreland High School	colebankc@southmoreland.net
Pete Klugh	Administrator	Southmoreland Middle School	klughj@southmoreland.net
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Ivy Martin	Staff Member	Southmoreland Primary Center	martini@southmoreland.net
Jan Kiefer	Community Member	Southmoreland School District	gospillthebeans@gmail.com
Dr. Catherine Fike	Board Member	Southmoreland School District	n/a



## LEA Profile

Located in the southwestern region of Pennsylvania, the Southmoreland School District is a public school district that prioritizes delivering exceptional learning opportunities to all students in the area. With the guiding principle of "Cultivating Lifelong Learners Ready For An Ever-Changing World," the district is devoted to establishing an environment where every student can flourish academically, socially, and emotionally. Encompassing approximately 51 square miles in southern Westmoreland County and northern Fayette County, the Southmoreland School District serves around 2,000 students from East Huntingdon Township, Scottdale Borough, Everson Borough, and Upper Tyrone Township.

At the core of Southmoreland School District's mission is a firm belief in high-quality learning that permeates every facet of the educational experience. The district is deeply committed to fostering a positive and inclusive learning environment that values diversity, nurtures critical thinking, and promotes the holistic development of each student. By offering rigorous academic programs, diverse extracurricular activities, and a supportive community, the Southmoreland School District empowers students to reach their full potential.

The Southmoreland School District operates a comprehensive range of educational facilities, including primary, elementary, middle, and high schools. These schools are dedicated to realizing the vision of "Cultivating Lifelong Learners Ready For An Ever-Changing World" by providing engaging and challenging programs tailored to meet the unique needs and interests of students at every grade level.

**1. Southmoreland Primary Center:** Serving as the foundation for young learners in the Southmoreland School District, the vibrant and nurturing Southmoreland Primary Center is committed to providing an engaging and supportive environment that focuses on the holistic development of students during their early years of education.

**2. Southmoreland Elementary School:** Nurturing students from grades 2 to 5, Southmoreland Elementary School lays a solid foundation in core subjects while fostering a love for learning. The dedicated educators at the school employ innovative teaching methods and personalized instruction to ensure that each student receives the highest quality education.

**3. Southmoreland Middle School:** Embracing the vision of "Cultivating Lifelong Learners Ready For An Ever-Changing World," Southmoreland Middle School caters to students in grades 6 to 8. The school offers a comprehensive curriculum that promotes critical thinking, collaboration, and independent learning. With a supportive and inclusive environment, students have the opportunity to explore their interests and prepare for the challenges of high school.

**4. Southmoreland High School:** Southmoreland High School exemplifies the district's commitment to high-quality learning by providing a diverse range of academic programs and extracurricular activities for students in grades 9 to 12. Focusing on college and career readiness, the high school offers challenging coursework, Advanced Placement (AP) classes, and opportunities for students to engage in leadership, fine arts, athletics, and community service.



The curriculum at Southmoreland School District is designed to reflect the vision of "Cultivating Lifelong Learners Ready For An Ever-Changing World." The district follows state standards while incorporating innovative teaching methods, integrating technology, and emphasizing real-world applications to enhance student learning. The curriculum includes a strong foundation in core subjects along with elective courses that foster creativity, critical thinking, and exploration.

Recognizing that the vision of "Cultivating Lifelong Learners Ready For An Ever-Changing World" can only be achieved through strong partnerships, the district actively collaborates with parents, local businesses, community organizations, and volunteers. Southmoreland School District values meaningful connections and aims to enrich the educational experience for students by engaging the community. These partnerships provide opportunities for mentorship, internships, and community service projects, reinforcing the importance of civic responsibility and preparing students for active participation in society.

Guided by the vision of "Cultivating Lifelong Learners Ready For An Ever-Changing World," Southmoreland School District is dedicated to providing a nurturing and challenging educational environment. With a commitment to academic excellence, holistic development, and community engagement, the district empowers students with the knowledge, skills, and values necessary for future success. Through its comprehensive curriculum, dedicated educators, and strong community partnerships, Southmoreland School District is steadfast in realizing its vision and ensuring that every student receives a high-quality education.



## Mission and Vision

### Mission

In Southmoreland School District, we provide a safe, supportive, and adaptable learning environment dedicated to nurturing individual growth and fostering active citizenship. Our mission is to inspire each student to achieve personal excellence, encouraging their journey as lifelong learners, responsible community members, and engaged citizens in southwestern Pennsylvania and beyond.

### Vision

Our vision at Southmoreland School District is to cultivate lifelong learners ready for an ever-changing world, fostering innovation and opportunities to maximize each student's potential.



## Educational Values

### **Students**

We, at Southmoreland School District, collectively value and strive to nurture a student community characterized by resilience. Our commitment lies in challenging each student, not only academically but also personally, to foster critical thinking and independent, autonomous learning. We believe that these core values are essential in preparing our students to become capable, adaptable, and thoughtful contributors to society.

### **Staff**

At Southmoreland School District, we deeply value our staff who embody the spirit of lifelong learning. They stand as pillars of support for every student, demonstrating unwavering motivation and resilience, especially when faced with challenges. Our educators are committed to providing tailored learning opportunities, recognizing and nurturing the unique potential in each student. This dedication not only inspires academic growth but also fosters a nurturing and adaptable educational environment.

### **Administration**

Our administrators at Southmoreland School District are committed to lifelong learning, supporting our staff and students, and innovating within our educational systems. They exemplify accountability and maintain a visible and accessible presence, ensuring a collaborative and nurturing environment for all.

### **Parents/Caregivers**

At Southmoreland School District, we recognize and value our parents and caregivers as essential partners in education. We appreciate their active involvement and see them as vital contributors to our learning community. Our parents and caregivers are informed and engaged, offering guidance and setting high expectations for their children's academic and personal growth. We acknowledge their supportive role and strive for a collaborative relationship, understanding that together, we can create the most enriching and empowering educational experience for our students.

### **Community**

At Southmoreland School District, we value our community's partnership in providing our students with meaningful learning experiences beyond the classroom. Our community is supportive, generous, and growth-minded, actively investing in and extending our students' educational journeys. Together, we are committed to creating a nurturing environment that fosters growth and prepares our students for the future.

### **Other (Optional)**



## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
SES College and Career Measures - Percent Career Standards Benchmark	All Student Group Exceeds Performance Standard
SMS State Assessment Measures - Academic Growth Expectations in Math	All Student Group Exceeds The Standard Demonstrating Growth
SMS College and Career Measures - Percent Career Standards Benchmark	All Student Group Meets Performance Standard
SHS College and Career Measures - Percent Career Standards Benchmark	All Student Group Meets Performance Standard

#### Challenges

Indicator	Comments/Notable Observations
SPC On-Track Measures - Percent Regular Attendance	All Student Group Did Not Meet Performance Standard
SES State Assessment Measures - Percent Proficient/Advanced in ELA	All Student Group Did Not Meet Interim Goal/Improvement Target
SES State Assessment Measures - Percent Proficient/Advanced in Math	All Student Group Did Not Meet Interim Goal/Improvement Target
SES State Assessment Measures - Percent Proficient/Advanced in Science	All Student Group Did Not Meet Interim Goal/Improvement Target
SES State Assessment Measures - Academic Growth Expectations in ELA	All Student Group Did Not Meet the Standard Demonstrating Growth
SES State Assessment Measures - Academic Growth Expectations in Math	All Student Group Did Not Meet the Standard Demonstrating Growth
SES State Assessment Measures - Academic Growth Expectations in Science	All Student Group Did Not Meet the Standard Demonstrating Growth
SES On-Track Measures - Percent Regular Attendance	All Student Group Did Not Meet Performance Standard
SMS State Assessment Measures - Percent Proficient/Advanced in ELA	All Student Group Did Not Meet Interim Goal/Improvement Target
SMS State Assessment Measures - Percent Proficient/Advanced in Math	All Student Group Did Not Meet Interim Goal/Improvement Target
SMS State Assessment Measures - Percent Proficient/Advanced in Science	All Student Group Did Not Meet Interim Goal/Improvement Target
SMS State Assessment Measures - Academic Growth Expectations in ELA	All Student Group Did Not Meet the Standard Demonstrating Growth
SMS State Assessment Measures - Academic Growth Expectations in Science	All Student Group Did Not Meet the Standard Demonstrating Growth
SMS On-Track Measures - Percent Regular Attendance	All Student Group Did Not Meet Performance Standard
SHS State Assessment Measures - Percent Proficient/Advanced in ELA	All Student Group Did Not Meet Interim Goal/Improvement Target
SHS State Assessment Measures - Percent Proficient/Advanced in Math	All Student Group Did Not Meet Interim Goal/Improvement Target
SHS State Assessment Measures - Percent Proficient/Advanced in Science	All Student Group Did Not Meet Interim Goal/Improvement Target





SHS State Assessment Measures - Academic Growth Expectations in ELA	All Student Group Did Not Meet the Standard Demonstrating Growth
SHS State Assessment Measures - Academic Growth Expectations in Math	All Student Group Did Not Meet the Standard Demonstrating Growth
SHS State Assessment Measures - Academic Growth Expectations in Science	All Student Group Did Not Meet the Standard Demonstrating Growth
SHS On-Track Measures - Percent Regular Attendance	All Student Group Did Not Meet Performance Standard
SHS College and Career Measures - Percent Four-Year Cohort Graduation	All Student Group Did Not Meet Interim Goal/Improvement Target

### Review of Grade Level(s) and Individual Student Group(s)

#### Strengths

<b>Indicator</b> SMS - Meeting Annual Academic Growth Expectations - Mathematics/Algebra 1 <b>Grade Level(s) and/or Student Group(s)</b> Grade 8 - Algebra 1	<b>Comments/Notable Observations</b> Algebra 1 in the Middle School has helped lead to a exceptional growth score in math at the Middle School.
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#### Challenges

<b>Indicator</b> SES, SMS, SHS Meeting Annual Academic Growth Expectations - Mathematics/Algebra 1. <b>Grade Level(s) and/or Student Group(s)</b> Grades 3-12	<b>Comments/Notable Observations</b> Math scores did not meet growth measures in most of our school systems. The only Grade Level/Content Area that met or exceeded the Growth Standard was SMS Algebra 1.
<b>Indicator</b> SES, SMS, SHS Meeting Annual Academic Growth Expectations - ELA/Literature. <b>Grade Level(s) and/or Student Group(s)</b> Grades 3-12	<b>Comments/Notable Observations</b> ELA scores did not meet growth measures in all of our school systems. Although the SHS ELA Growth Standard improved, it was below the standard of demonstrating growth, which was common in all grade levels across the district.
<b>Indicator</b> SES, SMS, SHS Meeting Annual Academic Growth Expectations - Science/Biology. <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b> Science scores did not meet growth measures in all of our school systems. This data point is a call to action in regards to the new STEELS science standards and instructional methodology/resources. We must carefully consider instructional time and resources allotted to science in all grade levels.



Grades 4, 8, HS Biology	
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**Summary**

**Strengths**

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

8th grade Algebra 1 Proficiency and Growth has increased
Experienced math staff across most grade levels
Career Readiness Standards Implementation is exceeding state expectations

**Challenges**

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Lack of updated curricular resources
Movement of staff into new teams
Inconsistent teaming and data review due to staff shortages/schedule constraints
Student attendance reporting and procedures



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
NWEA Maps	Given for all students in ELA grades K-10
Acadience	Given for all students in ELA grades K-2

### English Language Arts Summary

#### Strengths

Professional development on the Science of Reading and ECRI
Regular Data Meetings to analyze and address intervention groupings

#### Challenges

K-1 students struggling with the device used for testing
Continued training for staff to interpret reporting and data analysis/reteaching features

### Mathematics

Data	Comments/Notable Observations
NWEA Maps	Grades K-8 and Algebra 1

### Mathematics Summary

#### Strengths

Data teams meet regularly to discuss formative student data and to inform intervention groupings
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#### Challenges

Professional development for all staff on NWEA features and data analysis
K-1 students struggling with the device used for testing

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Common Assessments at the HS	Biology course - Flexible grouping



## Science, Technology, and Engineering Education Summary

### Strengths

Professional Development on the new STEELS standards
Consistent resource usage for the new STEELS standards
Variety of science courses at the secondary level

### Challenges

Change in standards and instructional expectations K-12
Upcoming change in state assessments for all science tested areas
Identification of relevant, up-to-date, and appropriate resources for the new STEELS standards



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
XELLO	Career Data Collection system. This system helps us deliver and track PDE mandated Career Readiness Standards and artifacts.

### Career and Technical Education (CTE) Programs

Data	Comments/Notable Observations
NOCTI Scores	Our students consistently perform well on both the written and performance sections of the NOCTI exams.

### Articulation Agreements

#### Partnering Institution

Mount Aloysius College

#### Agreement Type

Dual Credit

#### Program/Course Area

Chemistry, Biology, English Language, English Literature, Pre-Calculus, Calculus, Statistics, US History, World History

#### Uploaded Files

2023-2024 MAC Cooperative Agreement.pdf

#### Partnering Institution

University of Pittsburgh at Greensburg

#### Agreement Type

Dual Credit

#### Program/Course Area

Growing Our Own Educators

#### Uploaded Files

Articulation agreement Southmoreland School district\_d2fc33fd.pdf

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Increased number of students attending CWCTC programs
Creation of additional Dual Enrollment Opportunities



Implementation of XELLO for Career Readiness lessons as well as implementation Career Focused Community events

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

We need to increase the amount of articulation agreements we have in place to provide more flexibility and opportunities for our students to earn a possible certificates or even an Associates Degree while enrolled in our program.

We need to explore career exploration and work-place experience opportunities for all of our students both in our local community and throughout Westmoreland County, including internship opportunities.

Limited availability of school counselors to manage the mental health components of public education and career readiness experiences that are mandated by PDE



## Equity Considerations

### English Learners

This student group is not a focus in this plan.

### Students with Disabilities

This student group is a focus in this plan.

Data	Comments/Notable Observations
PSSA, Keystones scores	Our students in this subgroup are performing at a rate lower than the entire population.
NWEA MAP scores	Our students in this subgroup are performing at a rate lower than the entire population.
Acadience scores	Our students in this subgroup are performing at a rate lower than the entire population.

### Students Considered Economically Disadvantaged

This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

We are modifying previously held scheduling practices in order to address greater opportunities for our students in the general education setting.
We are identifying appropriate resources to use to help students learn at the appropriate level.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Our students in this subgroup are performing at a rate lower than the entire population for all of our data sources.
Lack of emotional support programming in district buildings K-12
Lack of dual certified learning support staff at the secondary level



## Designated Schools

There are no Designated Schools.





## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The District would like to identify appropriate resources to meet students at the appropriate level.
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	The District would like to increase opportunities for workplace experiences for all of our students.
Technology Plan	The District would like to implement a refresh cycle for 1-to-1 devices for students and staff members.
English Language Development Programs	NA
District Communications Plan	The District would like to create parent outreach events in each building to enhance the collaboration between home and school.

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

The District would like to identify appropriate resources to meet students at the appropriate level.
The District would like to implement a refresh cycle for 1-to-1 devices for students and staff members.
The District would like to create parent outreach events in each building to enhance the collaboration between home and school.



## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Foster a vision and culture of high expectations for success for all students, educators, and families
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Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

### Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction



## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Experienced math staff across most grade levels	False
8th grade Algebra 1 Proficiency and Growth has increased	False
Career Readiness Standards Implementation is exceeding state expectations	False
Professional development on the Science of Reading and ECRI	True
Creation of additional Dual Enrollment Opportunities	False
Regular Data Meetings to analyze and address intervention groupings	True
Professional Development on the new STEELS standards	False
Consistent resource usage for the new STEELS standards	False
Variety of science courses at the secondary level	False
Foster a vision and culture of high expectations for success for all students, educators, and families	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	False
We are identifying appropriate resources to use to help students learn at the appropriate level.	True
We are modifying previously held scheduling practices in order to address greater opportunities for our students in the general education setting.	False
Increased number of students attending CWCTC programs	False
Implementation of XELLO for Career Readiness lessons as well as implementation Career Focused Community events	False
Data teams meet regularly to discuss formative student data and to inform intervention groupings	False

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Lack of updated curricular resources	True
Movement of staff into new teams	False
Inconsistent teaming and data review due to staff shortages/schedule constraints	False



Student attendance reporting and procedures	True
Professional development for all staff on NWEA features and data analysis	False
We need to increase the amount of articulation agreements we have in place to provide more flexibility and opportunities for our students to earn a possible certificates or even an Associates Degree while enrolled in our program.	False
K-1 students struggling with the device used for testing	False
Continued training for staff to interpret reporting and data analysis/reteaching features	False
Change in standards and instructional expectations K-12	False
The District would like to identify appropriate resources to meet students at the appropriate level.	False
The District would like to implement a refresh cycle for 1-to-1 devices for students and staff members.	False
We need to explore career exploration and work-place experience opportunities for all of our students both in our local community and throughout Westmoreland County, including internship opportunities.	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
K-1 students struggling with the device used for testing	False
Upcoming change in state assessments for all science tested areas	False
Identification of relevant, up-to-date, and appropriate resources for the new STEELS standards	False
Limited availability of school counselors to manage the mental health components of public education and career readiness experiences that are mandated by PDE	False
Lack of emotional support programming in district buildings K-12	False
Lack of dual certified learning support staff at the secondary level	False
Our students in this subgroup are performing at a rate lower than the entire population for all of our data sources.	False
The District would like to create parent outreach events in each building to enhance the collaboration between home and school.	True

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

***Changes in leadership (both at the building level and at the district level), outdated materials and resources, and limited professional development have affected our success. Growth eludes us in all content areas. Parent Engagement continues to be an issue in the district,***



*especially at the Secondary levels.*



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Lack of updated curricular resources		True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data		True
Student attendance reporting and procedures		True
The District would like to create parent outreach events in each building to enhance the collaboration between home and school.		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Professional development on the Science of Reading and ECRI	All K-5 Core staff is in the process of getting trained in the Science of Reading; The remaining K-5 staff and secondary ELA staff will receive training throughout the next three years. The district has partnered with the Westmoreland Intermediate Unit to help provide training and coaching for proper implementation.
We are identifying appropriate resources to use to help students learn at the appropriate level.	The District is using current technological resources to support our curriculum, as well as purchasing new resources aligned with the state standards
Regular Data Meetings to analyze and address intervention groupings	Regular Data Meetings are scheduled, but often cancelled due to staffing issues. EdInsight has been implemented to store and analyze data.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Aside from K-5 Math and ELA, the District has not purchased nor implemented up-to-date curricular resources in core subject areas as evidenced through a curriculum audit.
	The District has invested resources and time into analyzing multiple sources of data, but has not made any systemic improvements or changes based upon that data.
	The District needs to examine current attendance protocols and procedures for consistency, as well as the reporting procedures for data accuracy.
	The District needs to create and communicate showcase events in each building that invite our parents/caregivers into the building to see the work and effort the students are producing in our buildings.



## Goal Setting

Priority: Aside from K-5 Math and ELA, the District has not purchased nor implemented up-to-date curricular resources in core subject areas as evidenced through a curriculum audit.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
The District will identify and implement standards-aligned resources based upon challenges identified in the Future Ready Index and establish a cycle for the adoption of resources.		
Measurable Goal Nickname (35 Character Max)		
Relevant and Rigorous Resources		
Target Year 1	Target Year 2	Target Year 3
The District will review relevant data and establish a cycle for adoption.	The District will identify and implement standards-aligned resources identified in the Future Ready Index.	The District will identify and implement standards-aligned resources based upon challenges identified in the Future Ready Index and establish a cycle for the adoption of resources.

Priority: The District has invested resources and time into analyzing multiple sources of data, but has not made any systemic improvements or changes based upon that data.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The District will establish scheduling practices to ensure adequate time for instruction, ongoing data analysis, regular intervention group planning, and regular team meetings.		
Measurable Goal Nickname (35 Character Max)		
Scheduling Practices		
Target Year 1	Target Year 2	Target Year 3
The District will examine current master schedules and identify time for data meetings and intervention planning.	The District will implement master schedules that prioritize time for improvement of instructional practices.	The District will establish scheduling practices to ensure adequate time for instruction, ongoing data analysis, regular intervention group planning, and regular team meetings.

Priority: The District needs to examine current attendance protocols and procedures for consistency, as well as the reporting procedures for data accuracy.

Outcome Category
Regular Attendance





<b>Measurable Goal Statement (Smart Goal)</b>		
The District will implement a consistent approach to student attendance in all buildings that includes parent communication and accurate reporting based upon new state expectations on a yearly basis.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Student Attendance		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
The District will ensure data accuracy of the attendance data being reported to PDE.	The District will ensure a consistent approach to student attendance in all buildings that includes parent communication.	The District will implement a consistent approach to student attendance in all buildings that includes parent communication and accurate reporting based upon new state expectations on a yearly basis.

Priority: The District needs to create and communicate showcase events in each building that invite our parents/caregivers into the building to see the work and effort the students are producing in our buildings.

<b>Outcome Category</b>		
Parent and family engagement		
<b>Measurable Goal Statement (Smart Goal)</b>		
The District will create a showcase event to be held each year for each school in the district.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Student Showcases		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
The Building Principals will work with the grade level teams to identify opportunities within our curriculum that could align with a student showcase event,	The Building Principals and teachers will implement these showcase events for our students and parents/caregivers.	The District will create a showcase event to be held each year for each school in the district.



## Action Plan

### Measurable Goals

Relevant and Rigorous Resources	Scheduling Practices
Student Attendance	Student Showcases

### Action Plan For: Resource Allocation

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>The District will identify and implement standards-aligned resources based upon challenges identified in the Future Ready Index and establish a cycle for the adoption of resources.</li> </ul>
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Action Step		Anticipated Start/Completion Date	
The District will examine new relevant and rigorous resources for all core subject, especially math and ELA. This examination will include an alignment with current curricular frameworks and PDE Content Standards.		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Jason Boone/Superintendent	Curriculum Frameworks PDESAS.org EdReports.org	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of up-to-date relevant and rigorous resources in all core content areas.	Principals will provide updates in monthly Admin Meetings.

### Action Plan For: Systems-Based Scheduling

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>The District will establish scheduling practices to ensure adequate time for instruction, ongoing data analysis, regular intervention group planning, and regular team meetings.</li> </ul>
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Action Step	Anticipated Start/Completion Date
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The District will analyze current scheduling practices to identify appropriate prioritization of instructional time in core areas, as well as intervention-based instruction on a regular basis.		2024-07-01	2025-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Dr. Jason Boone/Superintendent	SSD Master Schedules Master Schedules of Exemplary Schools in the Region Intervention Resources for Tier 1, Tier 2, and Tier 3	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Each building in the District will have new scheduling practices in place that address appropriate instructional time and aligned intervention strategies for Tier 1, Tier 2, and Tier 3.	Principals will review effectiveness during monthly Admin Meetings.

### Action Plan For: Regular Attendance

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>The District will implement a consistent approach to student attendance in all buildings that includes parent communication and accurate reporting based upon new state expectations on a yearly basis.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>		
The District will ensure student attendance protocols and procedures are consistent amongst all buildings and our reporting practices to PDE are appropriate and accurate.	2024-07-01 2025-06-30		
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Dr. Daniel Clara/Asst. to the Superintendent	Parent Communication Templates State Reporting Procedures CSIU Manuals and Support	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
District attendance procedures and protocols are consistent amongst all buildings and aligned with PDE requirements for accurate reporting.	Principals will work monthly with Child Accounting and PIMS Administrator to ensure data is accurate on a monthly basis.



### Action Plan For: Student Showcase Events

Measurable Goals:
<ul style="list-style-type: none"> <li>The District will create a showcase event to be held each year for each school in the district.</li> </ul>

Action Step	Anticipated Start/Completion Date		
The District will create and implement a Student Showcase series each year for each building in the district.	2024-07-01	2026-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Jason Boone, Superintendent	Team Meetings for Planning; Parental Input; Student Input	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student Showcase events that are communicated clearly and marketed through all of our media channels.	Central Office Admin; Building-Level Admin; Teachers - - Quarterly Progress Checks through team meetings.



## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Resource Allocation	The District will examine new relevant and rigorous resources for all core subject, especially math and ELA. This examination will include an alignment with current curricular frameworks and PDE Content Standards.
Systems-Based Scheduling	The District will analyze current scheduling practices to identify appropriate prioritization of instructional time in core areas, as well as intervention-based instruction on a regular basis.
Regular Attendance	The District will ensure student attendance protocols and procedures are consistent amongst all buildings and our reporting practices to PDE are appropriate and accurate.

### Systems-Based Scheduling

Action Step		
<ul style="list-style-type: none"> <li>The District will analyze current scheduling practices to identify appropriate prioritization of instructional time in core areas, as well as intervention-based instruction on a regular basis.</li> </ul>		
Audience		
Building-Level Principals		
Topics to be Included		
Instructional Time; Intervention Time; Intervention Resources; Staffing Models; Collaborative Planning and Communication; Data Analysis and Assessment		
Evidence of Learning		
Evidence of learning will include participants' ability to analyze real district data, propose revised schedules, demonstrate differentiation strategies, allocate resources effectively, engage stakeholders, create evaluation frameworks, and develop comprehensive implementation plans that prioritize instructional time in core areas and intervention-based instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Daniel Clara/Assistant to the Superintendent	2024-07-01	2027-06-30

### Learning Format

Type of Activities	Frequency
Other	Ongoing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	



## Resource Allocation

<b>Action Step</b>
<ul style="list-style-type: none"><li>The District will examine new relevant and rigorous resources for all core subject, especially math and ELA. This examination will include an alignment with current curricular frameworks and PDE Content Standards.</li></ul>
<b>Audience</b>
All core level teachers K-12; additional support staff as identified in the process
<b>Topics to be Included</b>
Mathematics - Understanding and Implementing the PA Core Standards for Mathematics: Dive into the specifics of the PA Core Standards for Mathematics, exploring the content, practices, and progression of skills across grade levels; Differentiated Instruction in Mathematics: Explore strategies for differentiating math instruction to meet the diverse needs of students, aligning with the Pennsylvania Academic Standards for Mathematics; Integrating Problem-Based Learning (PBL) in Math: Learn how to design and implement problem-based learning activities that align with the PDE Content Standards, fostering critical thinking and problem-solving skills; Effective Use of Technology in Math Instruction: Explore technology tools and resources that enhance math instruction, aligning with the PDE standards and promoting digital literacy in mathematics; Assessment Strategies in Mathematics: Develop skills in designing formative and summative assessments aligned with the PA Core Standards, emphasizing the importance of ongoing assessment for student growth; Mathematical Discourse in the Classroom: Focus on fostering mathematical discourse among students, aligning with the PDE standards for communication and reasoning in mathematics; Integrating Real-World Applications in Math Lessons: Explore ways to connect mathematical concepts to real-world scenarios, ensuring relevance and meeting the PDE standards for application of mathematics. English Language Arts (ELA) - PA Core Standards for ELA: Deep Dive and Implementation: Explore the specifics of the PA Core Standards for ELA, emphasizing the integration of reading, writing, speaking, listening, and language skills across grade levels; Building Literacy Across Disciplines: Discuss strategies for integrating literacy skills into all subject areas, aligning with the PDE Content Standards for Reading in Science and Technical Subjects, History/Social Studies, and other disciplines; Differentiated Reading Instruction: Learn effective strategies for differentiating reading instruction to address the diverse needs of students, aligning with the PDE standards for Reading Literature and Informational Texts; Writing Across the Curriculum: Explore ways to integrate writing across all subjects, emphasizing the importance of written communication and meeting the PDE standards for Writing; Enhancing Speaking and Listening Skills: Focus on strategies to develop students' speaking and listening skills, aligning with the PDE standards for Speaking and Listening; Digital Literacy and Media Literacy in ELA: Address the integration of digital and media literacy skills in ELA instruction, aligning with the PDE standards for research and media fluency; Effective Strategies for Vocabulary Development: Explore research-based strategies for enhancing vocabulary development, aligning with the PDE standards for Vocabulary Acquisition and Use. Cross-Curricular - Interdisciplinary Teaching: Integrating Math and ELA: Explore ways to integrate mathematics and ELA instruction, fostering cross-curricular connections and alignment with both sets of standards; Project-Based Learning Across Subjects: Learn to design and implement project-based learning experiences that integrate math and ELA skills, aligning with the PDE standards for Career Readiness and Academic Standards; Data-Driven Decision Making for Instruction: Focus on using data to inform instruction in both math and ELA, aligning with the PDE standards for Assessment and Accountability.
<b>Evidence of Learning</b>
Implementation of Aligned Lesson Plans; Sharing our of Best-Practices Amongst Staff on Showcase PD Days Teachers can provide evidence of their learning by showcasing lesson plans that align with the PA Core Standards for Mathematics and ELA. These plans should reflect a clear



integration of relevant and rigorous resources, demonstrating an understanding of the standards and their application in the classroom. **Artifact Collection:** Teachers can compile artifacts such as student work samples, assessments, and instructional materials that illustrate the integration of relevant and rigorous resources in both Math and ELA. These artifacts should align with specific PDE Content Standards and showcase student engagement and achievement. **Student Assessments and Progress Data:** Analysis of student assessments and progress data can serve as evidence of teachers' learning. Improvement in student performance, as measured by assessments aligned with PDE standards, can indicate the effectiveness of the implemented instructional strategies and resources. **Observation and Feedback:** Classroom observations and feedback from instructional leaders or peers can provide evidence of teachers effectively implementing learned strategies. Observers can look for alignment with curricular frameworks, the use of rigorous resources, and the application of differentiated instruction. **Professional Learning Community (PLC) Contributions:** Active participation in PLCs focused on the integration of relevant and rigorous resources is evidence of ongoing learning. Teachers can share insights, collaborate on best practices, and discuss the impact of these resources on student learning. **Integration of Technology:** If technology integration was a part of the professional development, evidence could include the incorporation of digital resources and tools in lesson plans, demonstrating an understanding of how technology aligns with both curricular frameworks and PDE standards. **Student Work Exhibitions or Showcases:** Organizing exhibitions or showcases of student work that highlight the application of relevant and rigorous resources can provide tangible evidence. These exhibitions can be aligned with specific PDE standards and demonstrate student achievement. **Parental and Community Involvement:** Evidence of learning can also be seen in teachers' efforts to involve parents and the community in student learning activities. Communication that aligns with the PDE standards for family and community engagement demonstrates an understanding of the broader educational context. **Reflection and Documentation:** Teachers can maintain reflective journals or portfolios documenting their learning journey. These documents can include reflections on the integration of relevant resources, adjustments made based on student needs, and ongoing professional development efforts. **Student Surveys and Feedback:** Gathering feedback from students on the impact of instructional strategies and resources provides valuable evidence. Positive feedback, particularly regarding engagement and understanding, suggests successful implementation aligned with PDE standards. **Participation in Follow-Up Assessments or Learning Opportunities:** Actively engaging in follow-up assessments or additional learning opportunities demonstrates a commitment to continuous improvement. Participation in advanced training sessions or workshops reinforces teachers' dedication to refining their practices.

Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Daniel Clara/Assistant to the Superintendent	2024-07-01	2027-06-30

### Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Four times throughout the spring

**Observation and Practice Framework Met in this Plan**

**This Step Meets the Requirements of State Required Trainings**



## Attendance- PBIS

Action Step		
<ul style="list-style-type: none"> <li>The District will ensure student attendance protocols and procedures are consistent amongst all buildings and our reporting practices to PDE are appropriate and accurate.</li> </ul>		
Audience		
K-12 Professional Staff; Administrators		
Topics to be Included		
Attendance Incentives and Reward Systems		
Evidence of Learning		
Implementation of a Incentive/Rewards Program aligned with the concept of PBIS for attendance; Improved Attendance rates		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Daniel Clara/Assistant to the Superintendent	2024-07-01	2027-06-30

## Learning Format

Type of Activities	Frequency
Classroom/school visitation	Ongoing to identify exemplary programs
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

## Communications

### Communications Action Steps

Evidence-based Strategy	Action Steps
Resource Allocation	The District will examine new relevant and rigorous resources for all core subject, especially math and ELA. This examination will include an alignment with current curricular frameworks and PDE Content Standards.
Systems-Based Scheduling	The District will analyze current scheduling practices to identify appropriate prioritization of instructional time in core areas, as well as intervention-based instruction on a regular basis.
Regular Attendance	The District will ensure student attendance protocols and procedures are consistent amongst all buildings and our reporting practices to PDE are appropriate and accurate.





<b>Student Showcase Events</b>	The District will create and implement a Student Showcase series each year for each building in the district.
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**Systems-Based Scheduling**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>The District will analyze current scheduling practices to identify appropriate prioritization of instructional time in core areas, as well as intervention-based instruction on a regular basis.</li> </ul>		
<b>Audience</b>		
K-12 teachers; support staff as identified in the process		
<b>Topics to be Included</b>		
Instructional Time; Intervention Time; Intervention Resources; Staffing Models; Collaborative Planning and Communication; Data Analysis and Assessment		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Dr. Daniel Clara/Assistant to the Superintendent	2024-03-01	2027-06-30

**Communication**

<b>Type of Communication</b>	<b>Frequency</b>
Email	As determined by group as they review and recommend resources and schedules

**Resource Allocation Communication Plan**

<b>Action Step</b>
<ul style="list-style-type: none"> <li>The District will examine new relevant and rigorous resources for all core subject, especially math and ELA. This examination will include an alignment with current curricular frameworks and PDE Content Standards.</li> </ul>
<b>Audience</b>
K-12 teachers; support staff as identified in the process
<b>Topics to be Included</b>
<p>Mathematics - Understanding and Implementing the PA Core Standards for Mathematics: Dive into the specifics of the PA Core Standards for Mathematics, exploring the content, practices, and progression of skills across grade levels; Differentiated Instruction in Mathematics: Explore strategies for differentiating math instruction to meet the diverse needs of students, aligning with the Pennsylvania Academic Standards for Mathematics; Integrating Problem-Based Learning (PBL) in Math: Learn how to design and implement problem-based learning activities that align with the PDE Content Standards, fostering critical thinking and problem-solving skills; Effective Use of Technology in Math Instruction: Explore technology tools and resources that enhance math instruction, aligning with the PDE standards and promoting digital literacy in mathematics; Assessment Strategies in Mathematics: Develop skills in designing formative and summative assessments aligned with the PA Core Standards, emphasizing the importance of ongoing assessment for student growth; Mathematical Discourse in the Classroom: Focus on fostering mathematical discourse among students, aligning with the PDE standards for communication and reasoning in mathematics; Integrating Real-</p>



World Applications in Math Lessons: Explore ways to connect mathematical concepts to real-world scenarios, ensuring relevance and meeting the PDE standards for application of mathematics.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Dr. Daniel Clara/Assistant to the Superintendent	2024-03-01	2027-06-30

### Communication

Type of Communication	Frequency
Email	As determined by group as they review and recommend resources

### Regular Attendance Communication Plan

Action Step
<ul style="list-style-type: none"> <li>The District will ensure student attendance protocols and procedures are consistent amongst all buildings and our reporting practices to PDE are appropriate and accurate.</li> </ul>
Audience
All faculty, students and parents/guardians in the district
Topics to be Included
<ol style="list-style-type: none"> <li>Overview of State Regulations: Provide a brief summary of the state regulations governing student attendance in Pennsylvania, including the legal requirements for compulsory attendance and the implications for both students and parents.</li> <li>Importance of Regular Attendance: Emphasize the significance of regular attendance for academic success and social development. Highlight the correlation between consistent attendance and positive educational outcomes.</li> <li>Notification of Absences: Clarify the procedures for notifying the school in the event of a student's absence. Include information on acceptable forms of communication, such as phone calls, emails, or written notes, and the timeframe within which notifications should be made.</li> <li>Excused vs. Unexcused Absences: Clearly define what constitutes an excused absence and an unexcused absence according to school and state guidelines. Provide examples and encourage parents to communicate promptly if their child needs to be absent for a legitimate reason.</li> <li>Consequences for Excessive Absences: Outline the potential consequences for excessive absences, including academic repercussions, potential legal consequences for parents, and the steps the school may take to address chronic absenteeism.</li> <li>Support Services Available: Inform parents about support services available within the school to address attendance-related challenges. This may include counseling services, intervention programs, and resources for families facing unique circumstances.</li> </ol>



7. Collaboration Between School and Parents: Emphasize the importance of collaboration between the school and parents to ensure the well-being and academic success of students. Encourage open communication and partnership in addressing attendance concerns.

8. Incentives for Good Attendance: Highlight any positive reinforcement programs or incentives in place to recognize and reward students with excellent attendance records. This could include certificates, recognition events, or other incentives designed to motivate students to attend regularly.

9. School-wide Initiatives: Share information about any school-wide initiatives aimed at promoting attendance, such as awareness campaigns, special events, or themed weeks to underscore the importance of regular school attendance.

Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2024-03-01	2024-06-07

### Communication

Type of Communication	Frequency
Email	2 times--once at close of year and once on 8/1/2024

### Communication

Type of Communication	Frequency
Posting on District Website	1 time under Parent Resources

### Communication

Type of Communication	Frequency
Newsletter	Quarterly

### Communication

Type of Communication	Frequency
Other	Ongoing (School Notification Systems)

### Student Showcase Events

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>The District will create and implement a Student Showcase series each year for each building in the district.</li> </ul>		
<b>Audience</b>		
All faculty, students and parents/guardians in the district		
<b>Topics to be Included</b>		
Student Showcase Events; Flyers; Social Media Posts; Student Work		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>



Dr. Jason Boone/Superintendent	2024-03-01	2024-06-07
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**Communication**

Type of Communication	Frequency
Email	Quarterly

**Communication**

Type of Communication	Frequency
Newsletter	Quarterly

**Communication**

Type of Communication	Frequency
Posting on District Website	Ongoing (District Calendar and Alerts)

**Communication**

Type of Communication	Frequency
Other	Ongoing (Social Media Channels)

**Approvals & Signatures**

Uploaded Files

Chief School Administrator	Date

